



ACOM 7300: Interpersonal Communication Concepts

ACOM 7300-01 14925

Spring 2020

Thursday January 23rd 6:00 – 8:40 PM

Then every-other Thursday starting January 30th 6:00 – 8:40 PM
& a Final Class on Saturday May 2nd 10:00 AM – 2:00 PM

Speech Bldg., Room 203

3 Credit Hours

Syllabus subject to change

Instructor: Dr. Bailey M. Oliver

Email: bmoliver1@ualr.edu

Office: Speech Bldg., Room 230

Business Hours Contact: (501) 683-7264

Weekends Contact: via email

Office Hours:

T - from 11:30 AM – 1:30 PM

Th - from 10:00 AM – 11:30 AM

And by appointment

Course Objectives

This course was carefully designed alongside and in conjunction with the goal of the Department of Applied Communication to “foster the co-creation of better social worlds through positive communication”. As such, this course will help you:

- Communicate more positively in your personal and professional relationships
- Identify various processes and perspectives of interpersonal communication across various life stages and topic areas
- Understand, explain, and apply communication theories and models of interpersonal communication
- Design, develop, and conduct interpersonal communication research effectively
- Present your knowledge of positive interpersonal communication practices and research results adequately

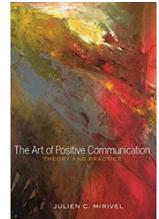
Catalog Course Description

This graduate course explores concepts of human interaction as basis for developing interpersonal communication skills. The course readings (including Dr. Julien Mirivel’s *The Art of Positive Communication*) discusses the theory and practice of creating a framework for personal growth in one-to-one interaction, small group dynamics, leadership roles, and other interpersonal relationships.

Required Texts

Textbook

Mirivel, J. C. (2014). *The Art of Positive Communication: Theory & Practice* (14th Edition). Lang Peter Publishing. **ISBN:** 9781433120992



Required Online Readings

(Articles will be available on Blackboard or searchable through Google Scholar or the UALR library website)

Blackboard/UALR Email

A required part of this course is accessing announcements, online lectures/videos, updates, and grades through Blackboard. The Blackboard website provides vital announcements, assignment descriptions, rubrics, and a course calendar—information that may not be discussed during class time. Because it is more up-to-date, website information supersedes lecture information, so check it before each class. You should access the ACOM 7300 Blackboard website within the first week of class and access it frequently throughout the semester.

In order to get key course announcements, you MUST regularly access your UALR-sponsored email address. If you want to use an alternate email, you must redirect your UALR email address. Furthermore, students must regularly clean out their email accounts so that they are able to receive course announcements.

Online Lectures

Throughout the semester I will post short online video lectures to discuss topics that we do not have time to discuss during in class meetings. Please note in the schedule at the end of this syllabus that videos will be posted on Thursdays we do *not* meet in person. You are required to watch each of these videos within the immediate following days it is posted and complete any readings that correspond with each video (video availability dates & readings are listed in the schedule at the end of this document as well).

Assignments

Grades will be calculated based on the following assignments. There are 300 total possible points for this course with the following grade breakdown:

Discussion Question & Answer Reports	(2 x 20 each)	40 points
In Class Mini Projects	(4 x 15 each)	60 points
Final Presentation		75 points
Final Paper		100 points
Attendance/Class Participation		25 points
	Total:	300 points

Discussion Question & Answer Reports:

2 at 20 points each, 40 points total.

This success of this course depends on you, as well as me as your instructor. Much of our face to face class meetings will be driven by in class discussions, created by you! Each student will be assigned two class dates where they will serve as the “experts” on our readings assigned for those dates. For each of your assigned days, you will be in charge of constructing two thought-provoking discussion questions for *each* assigned reading. You will turn in a report by class time that lists your discussion questions and shows your thorough answers to them. Each answer to a discussion question should be at least one paragraph in length (5 – 8 sentences). You will turn these reports into Blackboard by/before your assigned class time. Lastly, we will use your questions during class discussions that day, so come prepared to discuss your answers with us all. Further details and a rubric for this assignment will be posted to Blackboard.

In Class Mini Projects:

4 at 15 points each, 60 points total.

This course is designed to not only instruct and discuss interpersonal communication practices that contribute to positive relationships, but also design and develop research in this same topic area. This course provides four opportunities to practice impromptu research-related activities on positive communication. Each face to face class will focus on a particular interpersonal topic (attachment, attraction, maintenance, etc). The last hour of each of these classes will serve as an informal research workshop where you will work with your classmates to design an imagined research project on that day’s topic. During each mini project workshop, you will work with your classmates to 1) choose a manageable topic, 2) determine a research question(s), 3) collect and analyze data, 4) and present your results. You may even use the ideas from one of these mini projects in your final for this course. Further details and a rubric for these assignments will be provided during face to face class times.

Final Paper & Presentation:

Presentation, 75 points.

Final Paper, 100 points.

Throughout the class, you will work on gathering and analyzing data that will contribute towards a final paper. This paper (and your research topic) should extend the literature in a specific area related to positive interpersonal communication. Your topic for your final paper (and the research questions driving your paper) are due to Blackboard by **March 20th**. You may choose a topic you previously determined during one of our mini project sessions; however, all students must have different topics and all final papers should be completed individually. As such, topics are first come, first serve. The final paper in this class will consist of a 10-12 page paper that applies the Positive Communication Model to your chosen interpersonal communication topic. Your paper should offer data to support or challenge this theoretical model. The paper will have 1) an introduction, 2) a literature review section that summarizes the literature in your topic area *and* discusses theory (PCM), 3) a methods section, 4) a results section, 5) an implications and recommendations section. You will also be required to present your final paper topic and findings to your classmates during our final Saturday meeting. These convention-style presentations should utilize PowerPoint or Prezi and be 25 to 30 minutes in length. Further details and a rubric for these assignments will be provided during face to face class times.

Attendance/Class Participation:

25 points.

Class activities, discussions, and in-class presentations will be a central component of this class, as they are useful for understanding and applying concepts in conflict and conflict transformation. Students are not only encouraged but expected to participate in all discussions and in-class activities. When students share their experiences, the course material often becomes more interesting and comprehensible. As such, part of your overall grade is determined based upon your attendance and participation in in-class activities and discussions. Remember, *attending* class does not guarantee you are *participating* in class.

Grading Policy

Generally, in the course, ‘excellent’ work earns “A” grades, ‘good’ work earns “B” grades, ‘average’ work earns “C” grades, ‘below average’ work earns “D” grades, and ‘unacceptable’ work earns an “F” or “0” grade. [More specific guidelines as to what counts as ‘excellent’ and ‘good’ will be explicated in class or presented to you on a handout before each assignment.]

Due to course policy, I cannot offer extra credit.

- **A-** **90-100 Percent** **269-300 Points**
- **B-** **80-89 Percent** **239-268 Points**
- **C-** **70-79 Percent** **209-238 Points**
- **D-** **60-69 Percent** **179-208 Points**
- **F-** **0-59 Percent** **0-178 Points**

Course Policies

Participation:

We will be engaging in a number of in-class activities and “workshop” days (including class-wide discussions, impromptu presentations, self-assessments, etc) for which participation is REQUIRED. Your participation in this class includes every assignment from in-class discussions, to online assignment submissions, and in-class activities. Your participation grade will reflect each of these areas. Students who are not present, do not contribute to class activities or discussions, or who are tardy for those activities will not receive credit for them.

Attendance:

Regular, on-time attendance in any graduate-level class is mandatory. However, attendance is even more so significant in a course like this one, which only meets every other week. Missing one day or half a day of class can set you multiple readings and chapters behind. New material will be presented in each class session and participation is expected from all attendees. Those who do miss class will be responsible for informing the instructor and attaining the notes and assignments missed during the class. If you do not inform me and are not in class, you will not be able to make up assignments unless serious extenuating circumstances exist.

Makeup Policies:

All written assignments will be submitted online via Blackboard. As such, papers will **not** be accepted late for full credit. Assignments may be turned in the following day for half credit (50% less credit) at most. Papers will not be accepted after two days from the original due date. I do not accept papers via

email, so please do not ask. Blackboard is the only acceptable place to turn in online assignments. All papers must be typed and include a name for grading. In-class assignments (such as activities, discussions, or impromptu presentations) cannot be made up. If you miss one of these assignments and have an *excused absence* (note from physician, attorney, police, judge, or an obituary/funeral program), you will be provided with an alternative assignment and will have 1-week from the missed day to submit the assignment in full.

Regular and Substantive Contact:

I am dedicated to interacting with my students to ensure their academic success. As such, I will remain in regular and substantive contact with you all throughout the semester by: in-class lectures, sending weekly emails, and providing online feedback and grades within two weeks of an assignment submission. I will also be available for virtual or in-person office hours and via email throughout the semester.

Academic Integrity:

Cheating and plagiarism will not be tolerated. Plagiarism is the deliberate use of another's work as your own. This means lifting passages from books, journal articles, or other scholarly material without proper citations. I read these types of articles regularly and recognize the type of writing. Please also be advised that all work for this class must be **original to this class**. You may not recycle papers or work from other courses you've taken, including if you are taking this course over again. This behavior is considered to be academically dishonest and/or plagiarism as well. If you have any questions about these policies, please contact me. All material in this course- discussion questions, journals, presentations, and paper submissions will be reviewed for plagiarism.

Student Conduct:

I want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and students, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is *not* an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 1% *each time* you engage in these sorts of behaviors. Further, students who are verbally or physically aggressive towards the instructor, the TAs, or another student before, during, or after class will have their grade lowered by 25% *each time* they engage in this sort of behavior (and, students engaging in such behaviors will be permanently removed from the class and the proper authorities notified).

Please note our physical classroom, my office, and our online spaces are all Safe Zones. Safe Zone spaces are locations where there is support and understanding, where bigotry and discrimination are not tolerated. I am a trained Safe Zone supporter and will not tolerate discrimination.



Students with Disabilities:

Students with Disabilities: Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s), and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501.569.3143 (V/TTY) or 501.683.7629 (VP). For more information, please visit the [DRC website](#).

Inclement Weather:

During inclement weather, UA Little Rock will make a decision whether or not to close based on all available information. The chancellor will decide whether or not conditions warrant canceling classes and activities and closing the campus or whether classes and activities will be canceled but with specified campus offices open. Online or web-enhanced classes will continue as scheduled at the discretion of the faculty member. The [UA Little Rock website](#), UA Little Rock email, the university's main telephone number (501.569.3000), and the Rave campus alert notification system are the official means of communicating information concerning weather-related closings. When necessary, the university will announce a separate decision about canceling night classes (those classes starting at 4:20 p.m. or later) by 2 p.m., if possible. The Policy Advisory Council of the University Assembly will recommend to the chancellor if and when missed undergraduate and graduate class days should be made up. In the event that the university is closed during a final examination day, the provost, in consultation with the Faculty Senate president, will reschedule any missed graduate or undergraduate final examinations with the exception of online exams which will continue as scheduled. Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather.

Assessment:

Please note that artifacts from this course (assignments, instructor completed rubrics, pre and post surveys, etc) may be used for programmatic assessment. However, student names will not be used in this process and no identifying information will be used in the reporting of findings.

Accepted Assignment File Types:

All assignments in this course must be submitted as .doc, .docx, or PDF files only. Blackboard will NOT accept links to Google Drive documents (Google Sheets or Google Docs) or .pages files. If you utilize Google Docs, you must download your assignment as a PDF or .docx first and submit that file. As a UALR student, you can also download Microsoft Word directly to your computer for free using the following link - <https://ualr.edu/itservices/applications/v/office365/>

Class Rules

- All readings will be completed prior to the corresponding class meeting day/time
- All written assignments will be typed, free of grammar/spelling errors, composed in APA format, and submitted electronically through our course Blackboard page
- All students will be professional and considerate of others and act in an appropriate and mature manner within classroom *and* throughout online class interactions.
- Emails will be composed using proper language and grammar, and will include a proper greeting. **Failure to do so will result in the deletion of the email without a response.**
- Emails sent after 5 PM may not be responded to until after 8 AM the following morning.
- No tobacco use will be tolerated during class times and cigarette breaks will not be permitted.
- Questions about grading will be asked during office hours, not through email or during class time.

Tentative Course Calendar

Please note, the assigned chapters must be read BEFORE the corresponding class meeting

Dates	Topic(s)	Readings	Assignments
Thursday, Jan 23	Course Overview; Joint Class with Dr. Driskill	Mirivel, Chp 1	
Thursday, Jan 30	Early Childhood Relationships – Attachment	Bretherton, 1992 Ontai & Thompson, 2002 Allen & Land, 1999	Mini Project #1 in Class Jan 30 Discussion Reports due online by class time
Thursday, Feb 6 Online Lecture Posted	Positive Comm Model - Introduction & Greetings	Mirivel, Chp 2	
Thursday, Feb 13	Relationship Development – Attraction & Self Disclosure	Guerrero & Anderson, Chp 3 Aron, 1997 Montgomery, 1986	Mini Project #2 in Class Feb 13 Discussion Reports due online by class time
Thursday, Feb 20 Online Lecture Posted	Positive Comm Model - Asking & Complimenting	Mirivel, Chp 3 & 4	
Thursday, Feb 27	Relational Maintenance – Adult Romantic Relationships & Workplace Interaction	Guerrero & Anderson, Chp 10 Miller-Ott, Kelly & Duran, 2012 Matlock & Booth- Butterfield, 2011	Mini Project #3 in Class Feb 27 Discussion Reports due online by class time
Thursday, March 5 Online Lecture Posted	Positive Comm Model - Disclosing & Encouraging	Mirivel, Chp 5 & 6	
Thursday, March 12	Relational Resilience – Recovery or Termination	Salvatore et al, 2011 Afifi, 2018 Afifi, Merrill, Davis, 2016 Guerrero & Anderson, Chp 15	Mini Project #4 in Class March 12 Discussion Reports due online by class time

Thursday, March 19 Online Lecture Posted	Positive Comm Model - Listening & Inspiring Others	Mirivel, Chp 7 & 8	Final Paper Topic and RQ(s) due Online, March 20
Thursday, April 9	Positive Communication Model; Research Workshop #1	Socha & Beck, 2015 Mirivel, Chp 9	
Thursday, April 23	Positive Communication Model Continued; Research Workshop #2		
Saturday, May 2	Final Presentations		Final Presentation in class, May 2 Final Paper Due Online, May 9